

# Foreign Service Post: Ottawa

## INFORMATION ON SPECIAL NEEDS

Limited programs exist in local school for students with special needs, be they gifted & talented, physically challenged, or learning disabled.

Some private schools accept students with learning disabilities, depending on the severity of the disability. Special Needs/learning disability/ADHD private schools at post are limited, especially at the higher grade levels. Some schools attended by our families are included at the end of this document. The elite private schools with IB programs do not accept students with any learning disability, even dyslexia. Parents may obtain information on [www.ourkids.net](http://www.ourkids.net), 'special needs schools', 'ontario'.

All four school boards accept elementary students with special needs. Whenever possible, students are mainstreamed, with special help as available. Not every school offers every program, and children may be transported to a school that can better accommodate their particular needs. Embassy families have found that identification of needs and matching with appropriate programs is an extremely long process and often inefficient. There is a direct correlation between parental involvement and satisfactory placement of the student.

Programs may be delivered to students placed in regular classrooms, school-based special education classes, or system special education classes. Special education programs are supported by professionals who provide a variety of direct and consultative services to students, parents and the community. Great effort is taken to maintain exceptional pupils in the regular program in their home schools. When placement in a special education program is recommended, the prime goal remains to encourage integration into the regular classroom program and/or to return the student to the regular class as soon as possible.

Students are identified as exceptional via the Identification, Placement, and Review Committee (IPRC). Assessments (Educational, Psychological, Speech and Language, Social Work) are extremely important to the placement in an IPRC and in the development of the Individual Education Plan (IEP). Whatever private testing has not been completed, it may be requested by the parent or the school board or of a qualified professional of their choice. The IEP will include the education program and services that will be received and the methods by which progress will be reviewed. In the event that a parent/guardian is dissatisfied with the content in an IEP, ongoing discussion with the principal is encouraged. This IEP will be included in the Ontario Student Record unless a parent objects in writing.

Parents of special needs students should contact the special needs department in the appropriate public school board prior to bidding on positions at Ottawa. For additional information regarding the OCDSB special education program, please call (613) 596-8254 or visit the OCDSB website: <http://www.ocdsb.ca>. For the Ottawa Catholic School Board Special Education links, contact: <http://www.ocdsb.on.ca/links/web-links/special-education-links>

New arrivals should provide as much information as possible in order to reduce the amount of time required locating a program best suited for the needs of the student. Even if a program is nominally available in a school's literature, there is no guarantee that resources or services will be available on the level expected in a U.S. school. Canadian definitions of resources and services differ from those used in the United States.

Parents may also contact the Andrew Fleck Child Care Services, 700 Industrial Avenue, Ottawa, and (613) 736-5355. Andrew Fleck is a government-funded, non-profit organization that provides information on child-care services for all children aged 6 weeks to approximately 12 years. They should be contacted for anything having to do with childcare, including day care facilities throughout the area, licensed home care, and support services for special needs children. While parents are still responsible for locating day care or the appropriate educational facility for their special needs child, Andrew Fleck can provide necessary support staff and/or equipment and training in order to have the special needs child fully integrated into the facility.

The Ottawa-Carleton District School Board has two Special Education Centers for students with profound developmental disabilities. Students with severe mental disabilities are often placed in either the Clifford-Bowey School (heated pool, ice-skating, and snow shoeing in the winter), or the Crystal Bay (excellent computer lab). Both offer small classes and a program that would be similar to an U.S. segregated program.

Clifford Bowey Public School  
1300 Kitchener Avenue  
Ottawa, ON K1V 6W2  
(613) 737-4401  
[www.ocdsb.edu.on.ca/CBOWweb/](http://www.ocdsb.edu.on.ca/CBOWweb/)

Crystal Bay Centre for Special Education  
31 Moodie Drive  
Nepean, ON K2H 8G1  
(613) 828-5376  
[www.ocdsb.edu.on.ca/CBTRweb/](http://www.ocdsb.edu.on.ca/CBTRweb/)

**Clifford Bowey Public School** is located at 1300 Kitchener Avenue off of Bank Street South and currently has enrollment of 91 students. The aim of the school is to help students with developmental disabilities learn and function independently and productively to the best of their abilities in a caring and nurturing/environment.

The dedicated and highly trained staff is committed to providing not only quality programming and experiences, but also the social, physical and emotional components that are equally important to the students' quality of life. The majority of staff at Clifford Bowey Public School have specialized training in sign language, CPR, First Aid, and behavior management/restraint techniques. The school has the services of speech and language pathologists, physiotherapists, occupational therapists, a nurse, a nutritionist, and itinerant teachers for students with visual and/or hearing impairments.

For more information on Clifford Bowey Public School, please call 613 737-4401.

**Crystal Bay Centre for Special Education** is located at 31 Moodie Drive in Ottawa's west end and currently has an enrollment of 76 students ranging in age from 3+ to 21 years. The school serves students with profound developmental disabilities who have qualified through an admission process that including psychological and medical diagnoses.

All students at Crystal Bay are on an individual education program to meet their needs. The main focus of the program is on daily living skills, augmentative communication, self-control, and social and communication skills. Staff has a wide array of skills to meet the needs of their student. Students have access to the services of psychologists, social workers, nurses, occupational therapists, physiotherapists, speech and language pathologists and nutritionists

For more information on Crystal Bay Centre for Special Education, please call 613 828-5376.

**Storefront School** is located at 1400 St. Laurent Blvd is designed to serve 19 to 21-year-old adults with developmental disabilities. Storefront students come from a variety of programs in the Ottawa-Carleton District School Board. They are deemed by their teachers and the Storefront staff to be able to profit from a cooperative education program combining life skills education and work experience. Upon completion of the 2 year program, it is hoped that the students will be prepared to take their place in the workforce with a minimum of supervision.

### **Admission Criteria**

- Identification through the IPRC process as an exceptional student with mild intellectual disability or developmental disability, and must be 19 years of age
- Current attendance in a program for pupils with mild intellectual disability or developmental disability
- Supporting documentation:
  - written recommendation of the sending school/program
  - completed transition skills checklist
- Written evaluation re previous successful work experience
- Structured interview

### **Program Aim and Objective**

The aims of this program for the student are to:

- increase the student's employability skills in order to function as a working member of society .
- increase the student's social skills in order to fit into the community and live the fullest life possible
- increase the student's survival skills in order to function more independently in society
- develop the student's communication skills
- develop the student's self image by exploring unique interests, abilities, strategies and limitations

## **OCSB Special Education Programs**

The following links provides information regarding specialized programs

[Asperger's Syndrome Program \(ASP\)](#)

[Autism Program \(AUT\)](#)

[Behaviour Intervention Program \(BIP\)](#)

[Blind/Low Vision – Integrated Program \(B/LV\)](#)

[Deaf/Hard of Hearing Program \(D/HH\)](#)

[Developmental Disabilities Program \(DD\)](#)

[Dual Support Program \(DSP\)](#)

[General Learning Program \(GLP\)](#)

[Gifted Program \(Gifted\)](#)

[Language Learning Disabilities Program \(LLD\)](#)

[Learning Disability Program \(LD\)](#)

[Physical Support Program \(PSP\)](#)

[Primary Special Needs \(PSN\)](#)

[Learning Foundations Program \(LFP\)](#) 

## **ASPERGER'S SYNDROME PROGRAM**

The Ottawa-Carleton District School Board offers an Asperger's Syndrome Program for exceptional students at the secondary level. The Asperger's Syndrome Program is a system-based program located in designated schools across the OCDSB.

### **Assessment Procedures**

A primary diagnosis of Asperger's Syndrome is required before a student may be considered for placement. In addition, educational and psychological assessments are also required before a student may be considered for placement in the program. Other relevant documentation such as speech/language, social work reports, will be considered if necessary. Assessment reports from hospitals, private practitioners and other educational jurisdictions may also be considered.

### **Placement Procedures**

Entry into this program is based on both the student's specific needs and the availability of space in an Asperger's Syndrome Program. An application for placement in the program is made by the student's community school principal in collaboration with the in-school team and in consultation with the multi-disciplinary team. The application must be supported by the student's parent(s)/guardian(s). If the application is approved according to placement criteria and the availability of a space is determined, the Central Recommendation Committee will contact the community school in order to confirm placement with parent(s)/guardian(s). This will be followed by an Identification, Placement and Review Committee (IPRC) meeting.

In-school teams, in consultation with the multi-disciplinary team, will consider recommendation for change in a student's placement based on the following criteria: a) no longer benefiting from specialized placement, b) evidence of on-going successful integration, or c) not complying with program expectations.

Transportation is provided according to the applicable OCDSB policy.

### **Program**

The Asperger's Syndrome Program is a semi-integrated program in which students are expected to integrate into regular high school credit courses. Learning Strategies courses are offered by the Asperger's Syndrome Program teacher with a focus on age-appropriate social communication and self-regulation.

Programming is based on the learning expectations outlined in the Individual Education Plan (IEP), which is developed and coordinated by the special education teacher in consultation with parent(s)/guardian(s), the psychologist and subject area teachers. An IEP is designed for each student according to their individual learning needs and strengths. This plan is revised and updated based on the results of ongoing assessment and evaluation.

The program is taught by teachers with special education qualifications. Learning Support Services personnel provide assessment and consultative services to the special education teacher.

The Asperger's Syndrome Program is limited in size as outlined in the OCDSB's Special Education Plan and is located in classrooms equipped with special education resources.

### **Evaluation Methods**

Ongoing assessment and evaluation occurs throughout the year.

Student progress is formally reported as per the reporting structure of the OCDSB on the provincial report card and alternative reports.

The progress of an IPRC'd student is formally reviewed on an annual basis through the IPRC process. It is expected that students will integrate into regular classrooms and/or school activities to the greatest extent possible.

# **AUTISM**

## **Assessment Procedures**

A primary diagnosis of autism disorder under the Pervasive Developmental Disorder (PDD) spectrum as specified by the DSM-IV is required before a student may be considered for placement in the program. The diagnosis must be in the form of a diagnostic assessment report (i.e., a psychological or medical assessment report). Other relevant documentation will be considered if necessary.

## **Placement Procedures**

Entry into this program is based on both the student's specific needs and the availability of space in the Autism Program. An application for placement in the Autism Program is made by the student's community school principal in collaboration with the in-school team and in consultation with the multi-disciplinary team. The application must be supported by the student's parent(s)/guardian(s). If the application is approved according to placement criteria and the availability of a space is determined, the Central Recommendation Committee will contact the community school in order to confirm placement with parent(s)/guardian(s).

If an application is approved according to placement criteria, and the availability of a space is determined by the Autism Recommendation Committee, a placement can be recommended and confirmed at an Identification, Placement and Review Committee (IPRC) meeting.

In-school teams, in consultation with the multi-disciplinary team, will consider a recommendation for change in a student's placement based on the following criteria: a) no longer benefiting from specialized placement, b) evidence of on-going successful integration, or c) not complying with program expectations.

Transportation is provided according to the applicable OCDSB policy.

## **Program**

In addition to modified academic expectations, the Autism Program emphasizes the development of communication skills, self-help skills, life skills, and appropriate behaviour. It is expected that students will integrate into regular classrooms and/or school activities to the greatest degree possible.

Programming is based on the learning expectations outlined in the Individual Education Plan (IEP), which is developed and coordinated by the classroom teacher and the learning support teacher in consultation with parent(s)/guardian(s), the psychologist and the speech and language pathologist. An IEP is designed for each student according to their individual learning needs and strengths. This plan is revised and updated based on the results of ongoing assessment and evaluation.

The program is taught by teachers with special education qualifications. Learning Support Services personnel provide student assessment and consultative services to the special education teacher as required.

## **Autism Early Intervention and School Accommodation**

For children on the autism spectrum, there are several private therapy centers in Ottawa that offer ABA (Applied Behavior Analysis) therapy, or IBI (Intensive Behavioral Intervention) therapy, as it is often called in Canada. These centers provide in-home or in-center services that are comparable to those offered in the United States. Spectrum Intervention Centre is a private, licensed daycare facility offering a variety of options for Board Certified Behavior Analyst (BCBA)-supervised 1:1 therapy programs. Spectrum often works in concert with the public school boards to provide therapy in addition to (sometimes instead of) typical classroom instruction. Two other Ottawa ABA centers are the Portia Learning Centre ([www.portialearning.com](http://www.portialearning.com)) and Thinking in Pictures ([www.tipes.ca](http://www.tipes.ca)).

As of Spring 2012, an autism "track" exists within the Ottawa Carleton School Board's Special Needs program, however, admittance is limited and there is a waiting list. Children who enroll after kindergarten are considered "out of board" applicants and fall to the bottom of this list (note: Ontario kindergarten enrollment is based on January to December birthdates). As mentioned in the previous section, therefore most, but not all, children are directed to typical classrooms. Personal educational assistants (EAs) may be assigned to children requiring individual assistance, however funding for aides is limited, and the province of Ontario does not allow parents to contribute. Parents should contact the Board early (January - April prior to the fall of enrollment). The Ottawa Catholic School Board does not offer a specific program for autism, but does have a special needs track. Alternatively, it places special needs students in typical classrooms with EAs; parents report the Catholic Board has more funding for personal aides than the Ottawa Carleton Board. Interested parents should contact the Boards directly.

## **Evaluation Methods**

Ongoing assessment and evaluation occurs throughout the year.

Student progress is formally reported as per the reporting structure of the OCDSB on the provincial report card and the alternative report card.

The progress of an identified student is formally reviewed on an annual basis through the IPRC process.

## **BEHAVIOR INTERVENTION PROGRAM**

### **Assessment Procedures**

Educational, psychological and social work assessments are required before a student may be considered for placement in a Behaviour Intervention Program. Other relevant documentation will be considered if necessary. Assessment reports from hospitals, private practitioners and other educational jurisdictions may also be considered.

### **Placement Procedures**

Entry into this program is based on both the student's specific needs and the availability of space in a Behaviour Intervention Program. An application for the placement in the program is made by the student's community school principal in collaboration with the in-school team and in consultation with the multi-disciplinary team. The application must be supported by the student's parent(s)/guardian(s). If the application is approved according to placement criteria and the availability of a space is determined, the Central Recommendation Committee will contact the community school in order to confirm placement with parent(s)/guardian(s). This will be followed by an Identification, Placement and Review Committee (IPRC) meeting.

In-school teams, in consultation with the multi-disciplinary team, will consider recommendation for change in a student's placement based on the following criteria:

- a) no longer benefiting from specialized placement,
- b) evidence of on-going successful integration, or
- c) not complying with program expectations.

Transportation is provided according to the applicable OCDSB policy.

### **Program**

The Behaviour Intervention Program is provided for exceptional students who exhibit extreme difficulty coping in the community school. Typically, these students will have exhibited many or all of the following behaviours: verbal aggression, physical aggression, profound inability to build or maintain interpersonal relationships, excessive anger, severe non-compliance, extreme lack of impulse control, extreme low self-esteem, extreme defiant behaviour, extreme difficulty coping in the community school, an inability to learn that cannot be traced intellectually, sensory or other health factors. The focus of the program is to provide a structured learning environment and an opportunity to develop appropriate prosocial behaviours.

Programming is based on the learning expectations with a focus on behaviour in the Individual Education Plan (IEP), which is developed and coordinated by the special education teacher in consultation with parent(s)/guardian(s) and subject area teachers. An IEP is designed for each student according to their individual learning needs and strengths. This plan is revised and updated based on the results of ongoing assessment evaluation.

This program allows for integration into regular classrooms and/or school activities.

The program is taught by teachers with special education qualifications. Learning Support Services personnel provide assessment and consultative services to the special education teacher.

The Behaviour Intervention Program is limited in size as outlined in the OCDSB's Special Education Plan.

## **Evaluation Methods**

Ongoing assessment and evaluation occurs throughout the year.

Student progress is formally reported as per the reporting structure of the OCDSB on the provincial report card and alternative reports.

The progress of an IPRC'd student is formally reviewed on an annual basis through the IPRC process. It is expected that students will integrate into regular classrooms and/or school activities to the greatest extent possible.

## **BLIND/LOW VISION**

The Ottawa-Carleton District School Board has a two-board program for students who are Blind/Low Vision at the primary, junior, intermediate and senior levels. They are integrated into their community school with their sighted peers. The other participating member is the Ottawa Catholic School Board.

### **Assessment Procedures**

A recent ophthalmological or optometric report is required confirming that a student has a visual acuity of 20/70 or less in the better eye with possible correction. Additional information such as the student's visual functioning at home and at school may be sought from parents and teachers.

### **Placement Procedures**

Entry in this program is for students who are blind or have low vision and require specialized teaching methods. A functional visual assessment is required which will indicate the frequency of service provided by an itinerant teacher of the blind/low vision (ITB/LV).

Application procedures can be initiated by a variety of personnel; however, the procedures must be coordinated by the community school principal with the support of the student's parent(s)/guardian(s). If an application is approved according to placement criteria, then the level of service is decided upon based on the student's specific needs.

Transportation is provided according to the applicable OCDSB policy.

### **Program**

The program is available to students in both elementary and secondary schools in both English-speaking boards in the Ottawa-Carleton region.

Most students with a visual impairment are integrated into a regular classroom, thus providing students with visual impairment the opportunity to be integrated into the mainstream to the greatest degree possible.

An Individual Education Plan (IEP) containing specific expectations may be designed for each student according to OCDSB policy.

Programming is designed for each student according to their visual needs and is coordinated by the classroom teacher in consultation with the itinerant teacher of the blind/low vision. This plan, shared with parent(s)/guardian(s) is accommodated and/or modified by the results of continuous assessment and evaluation.

Itinerant teachers of blind/low vision students provide a wide variety of services as outlined below:

### **Low Vision**

- ongoing assessment and evaluation of a student's functional vision
- interpretation of a student's visual problem to school personnel
- consultation with school staff regarding environmental accommodations, teaching strategies and expectations
- instruction in special skills related to vision (increasing visual efficiency, keyboarding etc.)
- instruction in the use of optical aids and equipment where appropriate
- provision of assistive technology and large print materials
- guidance for students regarding their own visual impairment including social adjustment skills, work habits and study skills, problem solving, self-advocacy and enhancement of self-confidence

### **Blind**

- consultation with school staff regarding environmental accommodations, teaching strategies, expectations and evaluation
- personal management skills
- orientation and mobility training

- communication skills
- counseling and guidance: academic; social; career planning; self-advocacy and enhancement of self- confidence
- preparation for learning Braille
- provision of and training with Braille/tactile materials and special equipment
- special skill instruction in reading, writing literary Braille and nemeth code, abacus and use of assistive technology
- transcription of exams, handouts etc. into Braille/ink print

The student's visual efficiency, tactile learning, academic, orientation and mobility skills area are assessed regularly by the itinerant teacher. Standardized tests and specific tests designed for blind/low vision students are administered as required.

### **Evaluation Methods**

Ongoing assessment and evaluation occurs throughout the year.

Student progress is formally reported as per the reporting structure of the OCDSB on report cards and/or alternative reports.

The progress of an IPRC'd student is formally reviewed on an annual basis through the IPRC process. It is expected that students will integrate into the mainstream to the greatest degree possible.

## **DEAF/HARD OF HEARING PROGRAM**

The Ottawa-Carleton District School Board offers a specialized Deaf/Hard of Hearing (D/HH) Program for exceptional students at the primary, junior, intermediate and senior levels.

### **Assessment Procedures**

A primary diagnosis of a sensory neural hearing loss is required before a student may be considered for placement. Other relevant documentation, such as educational assessments, will be considered if necessary. Assessment reports from hospitals, private practitioners and other educational jurisdictions may also be considered.

### **Placement Procedures**

Entry into this program is based on both the student's specific needs and the availability of space in the Deaf/Hard of Hearing Program. The program is for students whose primary method of communication is American Sign Language (ASL). The Identification, Placement and Review Committee (IPRC) considers the assessment results and other relevant information to determine the type of program placement that would be most suitable.

In-school teams, in consultation with the multi-disciplinary team, will consider recommendation for change in a student's placement based on the following criteria:

- a) a cochlear implant with resulting choice of the auditory-verbal approach,
- b) no longer benefiting from specialized placement,
- c) evidence of on-going successful integration, or
- d) not complying with program expectations.

Transportation is provided according to the applicable OCDSB policy.

### **Program**

At the elementary level, the program is available for students who are three to 14 years of age. The primary mode of instruction is ASL; however, total communication, which makes use of the student's residual hearing, the printed word, the ability to speech read, as well as sign, is occasionally used when appropriate to meet the specific needs of some students.

At the secondary level, students who have been identified as deaf/hard of hearing have access to a variety of pathways which may include regular high school credit courses leading to an Ontario Secondary School Diploma (OSSD) or a specialized program.



Programming is based on the learning expectations outlined in the Individual Education Plan (IEP), which is developed and coordinated by the special education teacher in consultation with parent(s)/guardian(s) and subject area teachers. An IEP is designed for each student according to their individual learning needs and strengths. This plan is revised and updated based on the results of ongoing assessment and evaluation.

The program is taught by teachers with special education and ASL qualifications. Learning Support Services personnel provide assessment and consultative services to the special education teacher.

The Deaf/Hard of Hearing Program is limited in size as outlined in the OCDSB's Special Education Plan and is located in classrooms equipped with special education resources.

### **Evaluation Methods**

On-going assessment and evaluation occurs throughout the year.

Student progress is formally reported as per the reporting structure of the OCDSB on the provincial report card and alternative/reports.

The progress of an IPRC'd student is formally reviewed on an annual basis through the IPRC process. It is expected that students will integrate into regular classrooms and/or school activities to the greatest extent possible.

## **DEVELOPMENTAL DISABILITIES PROGRAM**

The Ottawa-Carleton District School Board offers a Developmental Disabilities Program for exceptional students from the ages of four to twenty-one at the primary, junior, intermediate and senior levels. The Developmental Disabilities Program is a system-based program located in designated schools across the OCDSB; these are referred to as semi-integrated sites. In addition, there are two specialized school settings offering programming for students with developmental disabilities.

### **Assessment Procedures**

A primary diagnosis of Developmental Disability is required before a student may be considered for placement. In addition, educational and psychological/developmental assessments are also required before a student may be considered for placement. Other relevant documentation will be considered if necessary. Assessment reports from hospitals, private practitioners and other educational jurisdictions may also be considered.

### **Placement Procedures**

Entry into this program is based on both the student's specific needs and the availability of space in a Developmental Disabilities Program. An application for placement in the program is made by the student's community school principal in collaboration with the in-school team and in consultation with the multi-disciplinary team. The application must be supported by the student's parent(s)/guardian(s). If the application is approved according to placement criteria and the availability of a space is determined, the Central Recommendation Committee will contact the community school in order to confirm placement with parent(s)/guardian(s). This will be followed by an Identification, Placement and Review Committee (IPRC) meeting.

In-school teams, in consultation with the multi-disciplinary team, will consider recommendation for change in a student's placement based on the following criteria:

- a) no longer benefiting from specialized placement,
- b) evidence of on-going successful integration, or
- c) not complying with program expectations.

Transportation is provided according to the applicable OCDSB policy.

### **Semi-Integrated Programs**

The semi-integrated sites offer students programming in a specialized classroom with opportunities to integrate with age-appropriate peers. The focus of the programs is to develop functional academics, life skills, communication and self help skills.

The semi-integrated program includes transition planning for pupils 14 years of age and older and may include work experience opportunities at the secondary level.

The program is taught by teachers with special education qualifications. Learning Support Services personnel provide assessment and consultative services to the special education teacher.

The Developmental Disabilities Program is limited in size as outlined in the OCDSB's Special Education Plan and is located in classrooms equipped with special education resources.

### **Specialized School Programs**

Clifford Bowey Public School and the Crystal Bay Centre for Special Education offer specialized school settings for students with developmental disabilities. The focus of these programs is to develop functional academic skills, life skills including communications skills, and self-help skills.

The Ottawa-Carleton Community Care and Access Centre (CCAC) provides support for therapy-based programming in the areas of occupational therapy and physiotherapy.

The specialized school program includes transition planning for pupils 14 years of age and older and may include work experience opportunities at the secondary level.

### **Evaluation Methods**

Ongoing assessment and evaluation occurs throughout the year.

In both the semi-integrated and specialized school options, programming is based on the learning expectations outlined in the Individual Education Plan (IEP), which is developed and coordinated by the special education teacher in consultation with parent(s)/guardian(s) and subject area teachers. An IEP is designed for each student according to their individual learning needs and strengths. This plan is revised and updated based on the results of ongoing assessment and evaluation.

Student progress is formally reported as per the reporting structure of the OCDSB on the provincial report card and alternative reports.

The progress of an IPRC'd student is formally reviewed on an annual basis through the IPRC process. For semi-integrated classes, it is expected that students will integrate into regular classrooms and/or school activities to the greatest extent possible

## **DUAL SUPPORT PROGRAM FOR EXCEPTIONAL STUDENTS**

The Ottawa-Carleton District School Board offers a Dual Support Program for exceptional students at the junior, intermediate and senior levels. The Dual Support Program is a system-based program located in designated schools across the OCDSB.

### **Assessment Procedures**

A current educational, social work, and psychological assessment is required before a student may be considered for placement. Students must exhibit limited intellectual potential for academic learning (Mild Intellectual Disability) and a secondary psychiatric diagnosis and/or indication of severe behavioural challenges. Other relevant documentation will be considered if necessary. Assessment reports from hospitals, private practitioners, and other educational jurisdictions may also be considered.

### **Placement Procedure**

Entry into this program is based on both the student's specific needs and the availability of space in the Dual Support Program. An application for the Dual Support Program is made by the student's community school principal in collaboration with the in-school team and in consultation with the multi-disciplinary team. The application must be supported by the student's parent(s)/guardian(s). If the application is approved according to placement criteria and the availability of a space is determined, the Central Recommendation Committee will contact the community school in order to confirm placement with parent(s)/guardian(s). This will be followed by an Identification, Placement and Review Committee (IPRC) meeting.

In-school teams, in consultation with the multi-disciplinary team, will consider recommendation for change in a student's placement based on the following criteria: a) no longer benefiting from specialized placement, b) evidence of on-going successful integration, or c) not complying with program expectations.

Transportation is provided according to the applicable OCDSB policy.

### **Program**

The Dual Support Program is provided for exceptional students with significantly below-average intellectual potential and a history of socially unacceptable behaviour. The program is designed to address the needs of students who meet criteria for a General Learning Program (GLP) placement, but who also require a more structured learning environment due to co-existing moderate to severe behavioural issues.

The Dual Support Program is provided for elementary and secondary students who typically meet some or all of the following criteria:

- serious delays in the acquisition of fundamental academic skills exacerbated by behaviour problems
- impaired adaptive functioning (e.g. coping with life demands, personal independence)
- a history of requiring frequent discipline due to disruption, non-compliance, verbal and physical aggression, and impulsivity

The focus of the program is to provide a structured learning environment and an opportunity to develop academic skills and appropriate life and social skills. This program allows for integration into school activities.

Programming is based on the learning expectations outlined in the Individual Education Plan (IEP), which is developed and coordinated by the special education teacher in consultation with parent(s)/guardian(s) and subject area teachers. An IEP is designed for each student according to their individual learning needs and strengths. This plan is revised and updated based on the results of ongoing assessment and evaluation.

The program is taught by teachers with special education qualifications. Learning Support Services personnel provide assessment and consultative services to the special education teacher.

The Dual Support Program is limited in size as outlined in the OCDSB's Special Education Plan and is located in classrooms equipped with special education resources.

### **Evaluation Methods**

Ongoing assessment and evaluation occurs throughout the year.

Student progress is formally reported as per the reporting structure of the OCDSB on the provincial report card and alternative reports.

The progress of an IPRC'd student is formally reviewed on an annual basis through the IPRC process. It is expected that students will integrate into regular classrooms and/or school activities to the greatest extent possible.

## **GENERAL LEARNING PROGRAM FOR EXCEPTIONAL STUDENTS**

The Ottawa-Carleton District School Board offers a General Learning Program for exceptional students at the junior, intermediate and secondary levels. The General Learning Program is a system-based program located in designated schools across the OCDSB.

### **Assessment Procedures**

A current educational assessment, psychological assessment, and assessment of Adaptive Functioning is required before a student may be considered for placement. Students must exhibit limited intellectual potential for academic learning (Mild Intellectual Disability). Other relevant documentation will be considered if necessary. Assessment reports from hospitals, private practitioners and other educational jurisdictions may also be considered.

## **Placement Procedures**

Entry into this program is based on both the student's specific needs and the availability of space in the General Learning Program. An application for the General Learning Program is made by the student's community school principal in collaboration with the in-school team and in consultation with the multi-disciplinary team. The application must be supported by the student's parent(s)/guardian(s). If the application is approved according to placement criteria and the availability of a space is determined, the Central Recommendation Committee will contact the community school in order to confirm placement with parent(s)/guardian(s). This will be followed by an Identification, Placement and Review Committee (IPRC) meeting.

In-school teams, in consultation with the multi-disciplinary team, will consider recommendation for change in a student's placement based on the following criteria:

- a) no longer benefiting from specialized placement,
- b) evidence of on-going successful integration, or
- c) not complying with program expectations.

Transportation is provided according to the applicable OCDSB policy.

## **Program**

The General Learning Program is provided for junior, intermediate senior exceptional students who:

- experience serious difficulties acquiring basic academic skills because of their intellectual ability
- require specialized instruction to grasp basic concepts because their intellectual functioning results in slower information processing
- score significantly below the average range, but above the developmental disability range on a standardized individual psychological test of intellectual ability
- evidence of delays in social/emotional development and daily living skills/adaptive functioning

The focus of the program is to provide a structured learning environment and an opportunity to develop academic skills as well as appropriate life and social skills.

Programming is based on the learning expectations outlined in the Individual Education Plan (IEP), which is developed and coordinated by the special education teacher in consultation with parent(s)/guardian(s) and subject area teachers. An IEP is designed for each student according to their individual learning needs and strengths. This plan is revised and updated based on the results of ongoing assessment and evaluation.

The program is taught by teachers with special education qualifications. Learning Support Services personnel provide assessment and consultative services to the special education teacher.

The General Learning Program is limited in size as outlined in the OCDSB's Special Education Plan and is located in classrooms equipped with special education resources.

## **Evaluation Methods**

Ongoing assessment and evaluation occurs throughout the year.

Student progress is formally reported as per the reporting structure of the OCDSB on the provincial report card and alternative reports.

The progress of an IPRC'd student is formally reviewed on an annual basis through the IPRC process. It is expected that students will integrate into regular classrooms and/or school activities to the greatest extent possible.

## **GIFTED PROGRAM FOR EXCEPTIONAL STUDENTS AT THE PRIMARY, JUNIOR, INTERMEDIATE AND SENIOR LEVELS**

The Ottawa-Carleton District School Board offers a specialized Gifted Program for exceptional students at the primary, junior, intermediate and senior levels. The Gifted Program is a system-based program located in designated schools across the OCDSB.

## **Assessment Procedures**

Exceptionally advanced students from grade 1 to the secondary level may be considered for the Specialized Gifted program.

Nominated students are administered group standardized tests of cognitive ability. The parent(s)/guardian(s) and classroom teachers are also requested to provide information regarding each student's learning needs and interests. Additional information may be required from OCDSB Learning Support Services personnel. Assessment reports from hospitals, from private practitioners and from other educational jurisdictions may also be considered.

New OCDSB students will follow similar procedures as those noted above, whether or not previously identified as intellectually gifted by another board. A student interview may replace the teacher nomination. Please note that assessments are conducted only with informed parental/guardian consent.

### **Placement Procedures – Elementary Specialized Gifted Program**

Entry into this program is based on both the student's specific needs and the availability of space in the Gifted Program. An application for placement in the program is made by the student's community school principal in collaboration with the in-school team and in consultation with the multi-disciplinary team. The application must be supported by the student's parent(s)/guardian(s). If the application is approved according to placement criteria and the availability of a space is determined, the Central Recommendation Committee will contact the community school in order to confirm placement with parent(s)/guardian(s). This will be followed by an Identification, Placement and Review Committee (IPRC) meeting.

In-school teams, in consultation with the multi-disciplinary team, will consider a recommendation for change in a student's placement based on the following criteria: a) no longer benefiting from specialized placement, b) evidence of on-going successful integration, or c) not complying with program expectations.

Transportation is provided according to the applicable OCDSB policy.

## **Program**

The OCDSB provides two delivery models for the Gifted Program at the elementary level:

- specialized classes in English (grades 1-8) and French Immersion (Grades 5-8) at designated schools across the OCDSB
- programming through differentiation or withdrawal within a community school

At the secondary level, the Gifted Program is offered at designated schools across the OCDSB. Students identified through the IPRC process and who have chosen to attend a Gifted Program receive approximately 50 per cent of their courses in a specialized class in Grades 9 and 10. The course load for the Gifted Program varies in grades 11 and 12.

Programming is based on the learning expectations outlined in the Individual Education Plan (IEP), which is developed and coordinated by the special education teacher in consultation with parent(s)/guardian(s) and subject area teachers. An Individual Education Plan (IEP) is designed for each student according to their individual learning needs and strengths. This plan is revised and updated based on the results of ongoing assessment and evaluation.

Learning Support Services personnel provide assessment and consultative services to the special education teacher.

The Gifted Program at the elementary level, is limited in size as outlined in the OCDSB's Special Education Plan.

## **Evaluation Methods**

Ongoing assessment and evaluation occurs throughout the year.

Student progress is formally reported as per the reporting structure of the OCDSB on the provincial report card.

The progress of an IPRC'd student is formally reviewed on an annual basis through the IPRC process.

# **LANGUAGE LEARNING DISABILITIES PROGRAM**

The Ottawa-Carleton District School Board offers a Language Learning Disabilities Program for exceptional students at the senior kindergarten, primary and junior levels. The Language Learning Disabilities Program is a system-based program located in designated schools across the OCDSB.

## **Assessment Procedures**

A current speech and language assessment and a psychological assessment, with a primary diagnosis of a language based learning disability, are required before a student may be considered for placement. Students also require a current educational assessment. Other relevant documentation will be considered if necessary. Assessment reports from hospitals, private practitioners, and other educational jurisdictions may also be considered. Comments regarding academic knowledge/ability and social/behavioural skills also are required. Note: Students for whom “behaviour is the primary problem” are not candidates for the LLD Programs.

## **Placement Procedures**

Entry into this program is based on both the student's specific needs and the availability of space in a Language Learning Disability Program. An application for the Language Learning Disability Program is made by the student's community school principal in collaboration with the in-school team and in consultation with the multi-disciplinary team. The application must be supported by the student's parent(s)/guardian(s). If the application is approved according to placement criteria and the availability of a space is determined, the Central Recommendation Committee will contact the community school in order to confirm placement with parent(s)/guardian(s). This will be followed by an Identification, Placement and Review Committee (IPRC) meeting.

Placement in a Senior Kindergarten Language Learning Disability Program is for a one year period. This is similar to the regular kindergarten program. Student placement in a primary or junior Language Learning Disability Program is reviewed annually with the average placement in the LLD program for a 1 to 2 year period of time. In exceptional circumstances, some students may remain in the LLD Program for up to 3 years.

In-school teams, in consultation with the multi-disciplinary team, will consider recommendation for change in a student's placement based on the following criteria: a) no longer benefiting from specialized placement, b) evidence of on-going successful integration, c) not complying with program expectations, or d) academic and/or social needs could be met more successfully within a different special class setting.

Transportation is provided according to the applicable OCDSB policy.

## **Program**

The focus of the Language Learning Disability Program is to provide the appropriate learning environment that will help to facilitate the development of the student's expressive and receptive language and phonology skills.

The Language Learning Disabilities Program is provided for exceptional students at the senior kindergarten, primary and junior elementary level who demonstrate:

- a severe delay in receptive and/or expressive language skills in at least two language areas assessed by the speech and language pathologist
- at least average nonverbal intellectual capacity with verbal skills that are significantly below the average range
- educational assessment results confirm the need to develop the areas of reading, writing, speaking or listening
- the educational assessment reveals the student is working at least one year or more behind their age appropriate level

Programs are taught by teachers with special education qualifications in conjunction with a speech and language pathologist. The speech and language pathologist determines the speech and language needs of each student and works with the teacher to integrate these goals into the curriculum. Learning Support Services personnel provide assessment and consultative services to the special education teacher.

Programming is based on the learning expectations outlined in the Individual Education Plan (IEP), which is developed and coordinated by the special education teacher in consultation with parent(s)/guardian(s), the speech and language pathologist and subject area teachers. An Individual Education Plan (IEP) is designed for each student according to their individual learning needs and strengths. This plan is revised and updated based on the results of ongoing assessment and evaluation.

The Language Learning Disability Program is limited in size as outlined in the OCDSB's Special Education Plan and is located in classrooms equipped with special education and language development resources.

### **Evaluation Methods**

Ongoing assessment and evaluation occurs throughout the year.

Student progress is formally reported as per the reporting structure of the OCDSB on the provincial report card and alternative reports.

The progress of an IPRC'd student is formally reviewed on an annual basis through the IPRC process. It is expected that students will integrate into regular classrooms and/or school activities to the greatest extent possible.

## **LEARNING DISABILITY PROGRAM**

The Ottawa-Carleton District School Board offers a Learning Disability Program for exceptional students at the junior, intermediate and senior levels. The Learning Disability Program is a system-based program located in designated schools across the OCDSB.

### **Assessment procedure**

A current educational assessment and a psychological assessment, with a primary diagnosis of a learning disability, are required before a student may be considered for placement. Other relevant documentation will be considered if necessary. Assessment reports from hospitals, private practitioners and other educational jurisdictions may also be considered.

### **Placement Procedures**

Entry is based on both the student's specific needs and the availability of space in the Learning Disability Program. An application for the Learning Disability Program is made by the student's community school principal in collaboration with the in-school team and in consultation with the multi-disciplinary team. The application must be supported by the student's parent(s)/guardian(s). If the application is approved according to placement criteria and the availability of space is determined, the Central Recommendation Committee will contact the community school in order to confirm placement with parent(s)/guardian(s). This will be followed by an Identification, Placement and Review Committee (IPRC) meeting.

In-school teams, in consultation with the multi-disciplinary team, will consider recommendation for change in a student's placement based on the following criteria: a) current assessments indicate student no longer meets learning disabilities admission criteria, b) has academic (as demonstrated by current assessment) and/or social needs that could be met more successfully within a different special class setting or a provincial school, c) has an ability to succeed in a regular class with LST and/or SELC/LST Support, d) no longer benefiting from specialized placement, e) evidence of ongoing successful integration, or f) not complying with program expectations.

Transportation is provided according to the applicable OCDSB policy.

### **Program**

The Learning Disability Program is provided for junior, intermediate and secondary students who:

- have been diagnosed as having severe to profound learning disabilities
- have average or above average intellectual potential as measured on a standardized

psychological assessment

- require intensive instructional support
- have severe to profound difficulties in learning and processing information
- have a significant discrepancy between cognitive ability and academic achievement

The focus of the program is to develop academic, communication, social, organizational and self advocacy skills. Intensive instructional support is provided for Language Arts and Mathematics in the junior and intermediate programs. Students are provided with opportunities to develop knowledge of assistive technology.

Programming is based on the learning expectations outlined in the Individual Education Plan (IEP), which is developed and coordinated by the special education teacher in consultation with parent(s)/guardian(s) and other subject area teachers. An Individual Education Plan (IEP) is designed for each student according to their individual learning needs and strengths. This plan is revised and updated based on the results of ongoing assessment and evaluation.

The program is taught by teachers with special education qualifications. Learning Support Services personnel provide assessment and consultative services to the special education teacher.

The Learning Disability Program is limited in size as outlined in the OCDSB's Special Education Plan.

### **Evaluation Methods**

Ongoing assessment and evaluation occurs throughout the year.

Student progress is formally reported as per the reporting structure of the OCDSB on the provincial report card and alternative reports.

The progress of an IPRC'd student is formally reviewed on an annual basis through the IPRC process. It is expected that students will integrate into regular classrooms and/or school activities to the greatest extent possible. The goal of the program is to prepare every student to successfully return to the regular program.

## **PHYSICAL SUPPORT PROGRAM (PSP)**

The Ottawa-Carleton District School Board offers a Physical Support Program (PSP) for exceptional students at the primary, junior, intermediate and senior levels. The Physical Support Program is a system-based program located in designated schools across the OCDSB.

### **Assessment Procedures**

A medical diagnosis of a physical disability indicating significant programming adaptation requirements is necessary before a student may be considered for placement. In addition, assessments by an occupational and/or physiotherapist are required. Other relevant documentation such as speech and language, psychological and educational assessments should also be included. Additional information such as exit information from treatment centres, rehabilitation institutions and hospitals may also be required.

### **Placement Procedures**

Entry into this program is based on both the student's specific needs and the availability of space in a Physical Support Program. An application for placement in the program is made by the student's community school principal in collaboration with the in-school team and in consultation with the multi-disciplinary team. The application must be supported by the student's parent(s)/guardian(s). An application to the Physical Support Program may also be made through a therapeutic educational centre such as the Ottawa Children's Treatment Centre (OCTC). If an application is approved according to placement criteria and the availability of a space is determined, the Central Recommendation Committee will contact the community school in order to confirm placement with parent(s)/guardian(s). This will be followed by an Identification, Placement and Review Committee (IPRC) meeting.

In-school teams, in consultation with the multi-disciplinary team, will consider recommendation for change in a



student's placement based on the following criteria: a) the student's physical condition no longer requires therapeutic interventions offered in the program, b) the student's needs will be better met in an alternate placement, c) no longer benefiting from specialized placement, d) evidence of on-going successful integration, or e) not complying with program expectations.

Transportation is provided according to the applicable OCDSB policy.

### **Program**

Programming is based on the learning expectations outlined in the Individual Education Plan (IEP) and is developed and coordinated by the special education teacher in consultation with parent(s)/guardian(s) and subject area teachers. An IEP is designed for each student according to their physical needs and their individual learning needs and strengths. This plan is revised and updated based on the results of ongoing assessment and evaluation.

The program is taught by teachers with special education qualifications. Learning Support Services personnel provide assessment and consultative services to the special education teacher.

On-going liaison is provided for students who enter the Physical Support Program from the Ottawa Children's Treatment Centre (OCTC) and the Children's Hospital of Eastern Ontario (CHEO).

The Physical Support Program is limited in size as outlined in the OCDSB's Special Education Plan and is located in classrooms equipped with special education resources and specialized equipment.

### **Evaluation Methods**

Ongoing assessment and evaluation occurs throughout the year.

Student progress is formally reported as per the reporting structure of the OCDSB on the provincial report card and alternative reports.

The progress of an IPRC'd student is formally reviewed on an annual basis through the IPRC process. It is expected that students will integrate into regular classrooms and/or school activities to the greatest extent possible.

## **PRIMARY SPECIAL NEEDS PROGRAM**

The Ottawa-Carleton District School Board offers a Primary Special Needs Program for exceptional students at the primary level. The Primary Special Needs Program is a system-based program located in designated schools across the OCDSB.

### **Assessment Procedures**

Educational and psychological assessments are required before a student may be considered for placement in the program. Other relevant documentation will be considered if necessary. Assessment reports from hospitals, private practitioners and other educational jurisdictions may also be considered.

### **Placement Procedures**

Entry into this program is based on both the student's specific needs and the availability of space in a Primary Special Needs Program. An application for placement in the program is made by the student's community school principal in collaboration with the in-school team and in consultation with the multi-disciplinary team. The application must be supported by the student's parent(s)/guardian(s). If the application is approved according to placement criteria and the availability of a space is determined, the Central Recommendation Committee will contact the community school in order to confirm placement with parent(s)/guardian(s). This will be followed by an Identification, Placement and Review Committee (IPRC) meeting.

In-school teams, in consultation with the multi-disciplinary team, will consider recommendation for change in a student's placement based on the following criteria: a) no longer benefiting from specialized placement, b) evidence of on-going successful integration, or c) not complying with program expectations.

Transportation is provided according to the applicable OCDSB policy.

### **Program**

The Primary Special Needs Program provides opportunities for each student to progress in all relevant areas of development. The program supports individual and group activities in academic readiness, communication, social/emotional, physical and behavioural development. Learning styles, strengths and needs are continually observed and assessed.

Programming is based on the learning expectations outlined in the Individual Education Plan (IEP), which is developed and coordinated by the special education teacher in consultation with parent(s)/guardian(s) and subject area teachers. An IEP is designed for each student according to their individual learning needs and strengths. This plan is revised and updated based on the results of ongoing assessment and evaluation.

The program is taught by teachers with special education qualifications. Learning Support Services personnel provide assessment and consultative services to the special education teacher.

The Primary Special Needs Program is limited in size as outlined in the OCDSB's Special Education Plan and is located in classrooms equipped with special education resources.

### **Evaluation Methods**

Ongoing assessment and evaluation occurs throughout the year.

Student progress is formally reported as per the reporting structure of the OCDSB on the provincial report card and alternative reports.

The progress of an IPRC'd student is formally reviewed on an annual basis through the IPRC process. It is expected that students will integrate into regular classrooms and/or school activities to the greatest extent possible.

## **PRIVATE SCHOOLS** **w/ACCOMODATIONS FOR SPECIAL NEEDS CHILDREN**

At the following website, you will find a list of private schools in Ontario. To obtain information about their programs and tuition fees, you should contact them directly. All contracts are the responsibility of the applicant and the private school. <http://www.edu.gov.on.ca/eng/general/elemsec/privsch/index.html>

Below are some of the schools identified by our families as meeting the special needs of their children.

### **Tancook Bell**

Director: Bonney Hunt

Grades 9-12

1160 Maitland Avenue

Ottawa, ON K2C 2C2

(613) 730-3970

e-mail: [lboucher@tancookbell.ca](mailto:lboucher@tancookbell.ca)

[www.tancookbell.ca](http://www.tancookbell.ca)

**Tancook Bell School** offers students from grades six to twelve a creative, unconventional approach to education to develop independence, character, confidence and skills to be life-long learners.

Provides an internal Individual Education Program that corresponds with the parents input and /or psycho-educational assessment from local psychologists. Challenges for students include: Autism, Aspergers, ADHD, anxiety issues, eating disorders, dyslexia, low self-esteem, non-verbal learning disability, poor social skills, lack of school credits, etc.

### **Sphere College**

Director: Marie-Helene B. Baillot

1095 Quigley Hill Road

Cumberland (Ottawa), Ontario K4C 1H2

(613) 842-9111

[www.collegespherecollege.com](http://www.collegespherecollege.com)

- Provides a bilingual, flexible and balanced curriculum that challenges students according to their ability, level of achievement, learning style and special needs, while following the Ontario Ministry of Education Curriculum.
- Courses offered to students age 13 and up.
- Specialty is working with teenagers with learning difficulties, such as dyslexia, ADD and/or ADHD and gifted with learning difficulties all wanting to go to college or university.
- The College provides accommodations for a variety of learning difficulties, however does not modify the curriculum.
- The College provides accommodations to enable a student to change courses and/or type of courses and explain the various possibilities to them and their parents.
- In 2012, Sphere received authorization from the College Board to be a test site that provides accommodations for SAT Testing. Up to this point, LD students would have had to either go to New York or take the SATs in Ottawa and not be given extra time or use of computer.

**St. Laurent Academy**

641 Sladen Avenue

Ottawa, ON K1K 2S8

Tel: (613) 842-8047

Email: [www.st-laurentacademy.com](http://www.st-laurentacademy.com)

**St. Laurent Academy** is a private school also offering an enriched curriculum for K-8 students. While unable to meet the needs of all children, St. Laurent believes that many exceptional children blossom in their small class sizes within the framework of multiple intelligences.

**Turnbull Learning Centre**

1132 Fisher Avenue

Ottawa, ON K1Z 6P7

Tel: (613) 729-9940 Fax: (613) 729-1636

Email: [admin@turnbull.ca](mailto:admin@turnbull.ca) Web: [www.turnbull.ca](http://www.turnbull.ca)

**Turnbull Learning Centre** is a private institution with an enriched curriculum that offers tutoring outside the normal classroom environment for additional assistance for students with mild learning difficulties; however, they will assess the child and determine if they can assist and accommodate the student. They cannot assist if the gaps are too great as the students are mainstreamed for their classes. Class size is small so individual attention is offered which is helpful to those children requiring extra attention.

You may also wish to contact:

**Canadian Dyslexia Centre**

495 Richmond Rd

Ottawa, ON K2A 4B2

613-722-4777

Web: [www.dyslexiacentre.ca](http://www.dyslexiacentre.ca)

**Sylvan Learning Center** offers after-school and weekend programs to help any age child with whatever academic tutoring the child might need. The program is very costly. The results have been excellent. Currently, there are three centers in the Ottawa area.

5303 Canotek Rd. (Gloucester)	613-727-9636
471 Hazeldean Rd (Kanata)	613-727-9636
217-1600 Merivale Rd (Nepean)	613-727-9636

**Other organizations which are available to assist parents include:**

- Association for Bright Children  
([www.abcottawa.cyberus.ca/](http://www.abcottawa.cyberus.ca/) email: [ABCOttawa@cyberus.ca](mailto:ABCOttawa@cyberus.ca)) 613-860-1398
- Autism Society Ontario ([www.autismottawa.com](http://www.autismottawa.com)) 613-230-6305
- Canadian Dyslexia Centre ([www.dyslexiacentre.ca](http://www.dyslexiacentre.ca)) 613-722-4777
- Canadian National Institute for the Blind ([www.CNIB.ca](http://www.CNIB.ca)) 613-563-4021
- Down Syndrome Association 613-737-0658
- Easter Seal Society ([www.easterseals.org](http://www.easterseals.org)) 613-226-3051
- Epilepsy Ottawa-Carleton ([www.epilepsyontario.org](http://www.epilepsyontario.org)) 613-594-9255
- Family Reception Center  
([www.ocdsb.edu.on.ca](http://www.ocdsb.edu.on.ca); assesses English fluency) 613-239-2416
- Head Injury Association 613-233-8303
- Integration Action Group of Ottawa-Carleton (for special needs) 613-824-7469
- Learning Disabilities Assn of Ottawa-Carleton([www.ncf.ca/ldao-c](http://www.ncf.ca/ldao-c)) 613-567-5864
- Ministry of Education ([www.edu.gov.on.ca](http://www.edu.gov.on.ca)) 613-225-9210
- Ontario Assn for Families of Children w/communication disorders 613-749-7712
- Ontario Ministry of Community & Social Services  
([www.cfcs.gov.on.ca](http://www.cfcs.gov.on.ca)) 613-787-3959
- Ottawa-Carleton Assn for Persons w/Developmental Disabilities  
([www.ocapdd.on.ca](http://www.ocapdd.on.ca)) 613-569-8993
- Ottawa-Carleton Health Department 613-722-2242

Transportation is provided in accordance with the Board's Transportation Policy.

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Detailed OCSB special education material is available at [www.ocdsb.ca](http://www.ocdsb.ca) or [www.ourkids.net](http://www.ourkids.net)